



# ELAC Meeting

## Portola High School

Wednesday, May 22, 2019

6:00pm - 7:00pm

Alexandra Murphy  
EL Coordinator

Peggy Ammermann  
Mandarin Interpreter

# AGENDA

- Procedural:
  - Review agenda
  - Elect Secretary to keep minutes
  - Review Norms / Goals
  - Review minutes (LINK)
- DELAC Representative Report
- Parent & Family Engagement Activity
- ELAC Elections
- Future ELAC topics and dates

## What is ELAC?

An English Learner Advisory Committee is intended for parents / guardians of English learners to advise the principal and school staff on programs and services for English learners.

## Review & Approval

1. [Agenda](#) (link)
2. [Minutes](#) (link)
3. [Norms/Goals](#) (link)

## Norms & Goals

- Take care of personal needs
- Be an active participant
- Ask questions
- Learn by doing

## DELAC Report

LCAP Proposed 2018-19 (Hardcopy)

CA EL Roadmap: passed July 12, 2017

<https://www.cde.ca.gov/sp/el/rm/>

© On our [PHS website](#)

# LCAP- Proposed 2019-2020

- Highlighting NEW and ONE-TIME actions for renewed funding
- Additional Ongoing Funding
- Restructured Actions or Funding Source
- Spring Survey (April 8<sup>th</sup>)

**IRVINE UNIFIED SCHOOL DISTRICT**  
**LCAP: Proposed Renewed Investments**  
 2019-20 School Year

**BACKGROUND**

After review and careful consideration of stakeholder feedback during the prioritization process, the Superintendent and Cabinet have designed the funding plan listed below to further support district goals and state priorities. Each LCAP item considered for renewed funding was addressed in one of the following ways:

- Moved into ongoing funding
- Maintained with additional one-time funding
- Reduced funding
- Funded with alternative funding (block grant)

**GOAL #1: ENSURE ALL STUDENTS ATTAIN PROFICIENCY IN THE CURRENT CONTENT STANDARDS.**

ACTION	DESCRIPTION	LCAP BUDGET AMOUNT	
		ONE-TIME	ONGOING
1-I-C	<b>REDUCE INDUCTION FEE:</b> Reduce cost for beginning teachers to participate in induction, which currently supports 145 teachers in the two-year program. The current cost to each teacher for induction is \$1,500 per year. With funds from LCAP, it reduces the cost of the program to nearly half. This helps IUSD attract and retain quality teachers and supports our entry-level certificated staff. The program provides new teachers a veteran mentor, ongoing training, monthly technology training, and a path to earn their clear credential while acclimating to IUSD culture.	\$300,000	
1-I-B	<b>SUMMER SCHOOL:</b> Support summer school programs by funding a second high school site and two middle school sites. Expanded programming will result in increased offerings for remediation, acceleration, blended learning and math bridge classes.	\$300,000	
1-I-C	<b>SUMMER SCHOOL - ATHLETIC AUGMENTATION:</b> Provide base funding for Athletic Director and Athletic Trainer positions to ensure adequate supervision and safety for the IUSD Summer Athletic Camp program.	\$30,000	
1-I-A	<b>CURRICULUM TOSA'S EXTENSION:</b> Teachers on Special Assignment develop resources, curriculum, and professional learning to support classroom teachers in all curricular areas across grades TK-12. Curriculum TOSAs are an essential component of curriculum and instructional support in IUSD. Revisions made based on stakeholder feedback. Only the bare minimum of TOSAs needed to support curriculum at the most basic level were identified for ongoing funds.	\$1,125,000	\$500,000
1-I-B	<b>STIPENDS FOR TEACHER MENTORS:</b> Classroom teachers (81) serve in mentorship positions to work additional hours to support curriculum work, mentor/coach teachers and develop/implement professional learning. Revisions made based on stakeholder feedback. Additional mentorship positions were identified for underserved curriculum areas such as Special Education and reduced in other areas to keep costs consistent.	\$300,000	
1-I-H	<b>ELEMENTARY PE PARAPROFESSIONALS:</b> Classified staff hired to teach physical education. PE Paraprofessionals also release teachers for participation in Professional Learning Communities, ensure students are meeting weekly PE minutes, and providing quality standards-based program.	\$270,000	\$90,000
1-I-I	<b>ELEMENTARY ART FOR 1<sup>st</sup>-3<sup>rd</sup> GRADES:</b> Utilize IUSD elementary art teachers to provide standards-based art instruction to classrooms in grades 1-3. Revisions based on stakeholder feedback. Based on previous strong support from stakeholders, this action has been funded for two years (\$300,000/year).	\$400,000	
1-I-L	<b>VAPA INSTRUMENT REPAIR SPECIALIST:</b> Removes this responsibility from the sites and allows for centralized, quality, in-house repair and maintenance of district-owned instruments in a timely manner. Revisions based on stakeholder feedback. Based on previous strong support from stakeholders, this action has been moved into ongoing funding.		\$90,000
1-I-M	<b>SCIENCE EQUIPMENT REPAIR CONTRACT:</b> Removes this responsibility from the sites and provides systematic maintenance and repair of scientific lab equipment to ensure that broken equipment is repaired or removed. Revisions based on stakeholder feedback. Based on previous strong support from stakeholders, this action has been moved into ongoing funding.		\$18,000



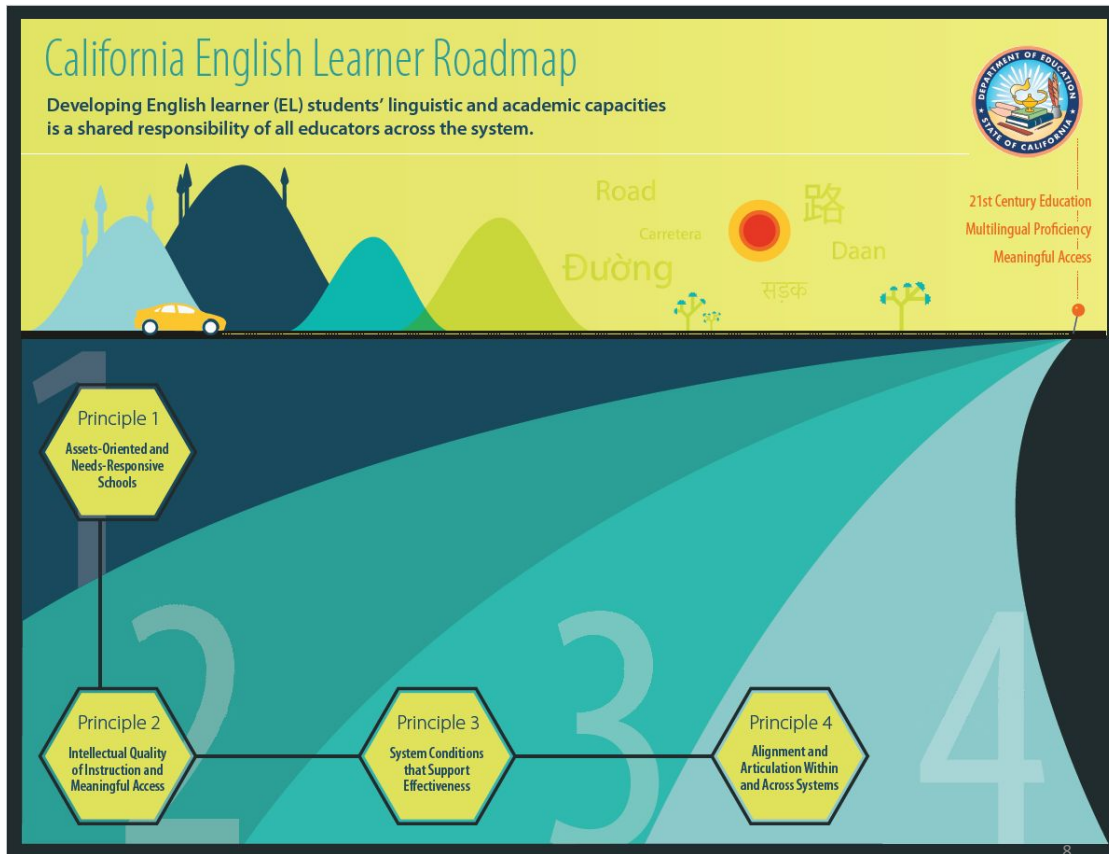
# EL Roadmap: The Four Principles Video





# Four Interrelated Principles

- Research-based
- Intended to guide all levels of the system towards a coherent, aligned set of practices, services, relationships, and approaches
- Shared responsibility of all educators







# Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Pages 13–14



## Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Pages 14–15



## Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Page 15



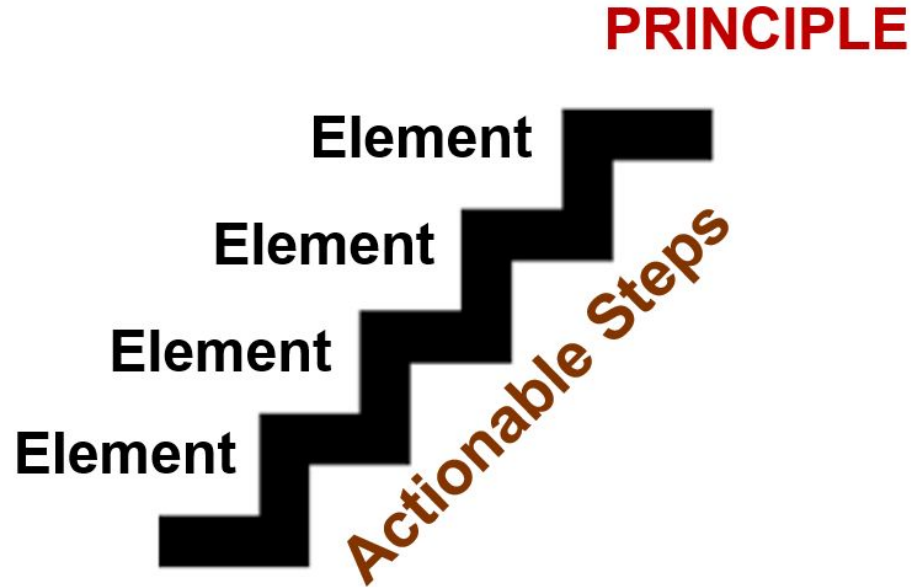
## Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual twenty-first century world.

Pages 15–16



# Principles to Elements



## **Parent & Family Engagement**

### **EL Master Plan (17pgs)**

- ◎ Review 3-5 pages
- ◎ Summarize to share
- ◎ Discuss comments or feedback

# ELAC Elections

## Representatives:

- ▶ **Chairperson/Facilitator\***: Organizes, convenes, and leads meetings of the ELAC
- ▶ **Secretary**: Records actions taken at the meetings and keep ELAC records
- **SSC Representative\***: Represents ELAC at the School Site Council
- **DELAC Representative\***: Represents the school at the District English Learner Advisory Committee (DELAC)

# Duties of ELAC Officers and Representatives

## Chairperson\*

- Meets with school designee to **collaborate on the agenda** before each meeting
- Presides over meetings
- Appoints subcommittees as needed
- Signs documents on behalf of **ELAC/DELAC**

## Secretary

- Records the minutes for each meeting with **votes** or **motions**
- Calls for the approval of the minutes from prior meetings
- Turns in minutes to the EL Coordinator to be typed and/or translated

## SSC Rep\*

- **Attends SSC** meetings and **represents** ELAC and English Learners
- **Advises** the **SSC** on budgetary issues related to ELs and ELAC
- **Reports to ELAC and SSC** on all information received and addressed at the **SSC and ELAC** meetings

## DELAC Rep\*

- **Attends DELAC** representing the site **ELAC**
- **Reports to ELAC** information received and topics discussed at **DELAC**
- **Provides copies of DELAC documents** to the ELAC Designee to make available to ELAC members





**THANK YOU FOR COMING!**

*Any questions?*

You can find me at

[alexandramurphy@iusd.org](mailto:alexandramurphy@iusd.org)

## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ◎ Presentation template by [SlidesCarnival](#)
- ◎ Photographs by [Unsplash](#)